

CHAPTER I

INTRODUCTION

A. Background of the Study

The education is a tool to reach knowledge in a variety of fields, particularly in English. Every students with all kinds of background and the skills use the chance to get knowledge through learning in school. Every students also have aspects of psychological which very influenced to how they study and encounter school challenges. Various problems must be very much found in the acquisition of school materials and assignments along with symptoms of psychological disturbance experienced by the students. Studying the dynamics is a step for a teacher to understand and find the right solution. “Therefore, among the various types and branches of the discipline of psychology, so the Educational Psychology is very necessary for prospective teachers in order to be succeed in doing the learning process in the classroom appropriate with the psychological condition of learners, needs, and capabilities possessed by each learner.” (Hadis & Nurhayati, 2014; 8)

In the key of Educational Psychology aspects, there are 35 kinds, such as motivation, IQ, Self Regulated Learning, etc. The researcher takes two kinds of related in the life of student learning, those are Self Concept and Self Efficacy. There are some of terms related in Self Efficacy e.g. Self Concept, Self-Appraisal, and Self Regulated. Those four terms are not identical one with the other, however they have some characteristic similarity like view, self-sentiment, individual belief towards self capability. The researcher takes two related things, those are Self Efficacy and Self Concept in Academic scope.

The sum total of a person’s perceived and desired mental and physical characteristics, as well as the person’s perceived worthiness from these, is often referred to as the self-concept. Thus, self-concept can be viewed as an “umbrella” term which encompasses the

self-image, the ideal-self and the self-esteem of the individual. (Lawrence, 1996) When someone is asked to answer question “Who am I?” he or she will clarify the self-image, like age, status, his or her position, followed by aspects of the ideal-self and self-esteem, like aspiration, the power, and the weakness. Thus, the self-concept can be viewed as an overall interpretation of “who am I?”.

Self concept, according to Shavelson, Hubner, & Stanton (1976: 407–441), “Self-concept is formed through experiences with the environment and is influenced especially by environmental reinforcements and significant others”. There are a several different components of self-concept: physical, academic, social, and transpersonal. The physical aspect of self-concept can be mentioned by: what we look like, height, weight, etc.; what kind of clothes we wear; what kind of home we live in; and so forth. In other sources from Marsh & Craven (1997: 131-198), “Academic self-concept is an evaluative self-perception that is formed through experience with and interpretation of one's school environment.” Our academic self-concept relates to how well we do in school or how well we learn. There are two levels: a general academic self-concept of how good we are overall and a set of specific content-related self-concepts that describe how good we are in English, Math, etc. So it can be said that the academic self-concept is a picture of ourselves in the academic scope of the school, how we learn, our efforts, our motivation, in the acquisition of achievement both in subjects or any extracurricular activities.

Hereafter, self efficacy is also included into an important role in a person. Mimi Bong and Einar explain, “self-efficacy is presumed to explain and predict one’s thought, emotion, and action. However, efficacy judgment is less concerned with what skills and abilities individuals possess. It considers more important what individuals believe they can do with whatever skills and abilities they may possess.” (Bong & Skaalvik, 2003: 5)

In other words, self efficacy is defined as a person's or students' belief about their ability to do something to achieve a goal. Persons with strong efficacy beliefs are more confident in their capacity to execute a behavior. Beliefs about self efficacy have a significant impact on our goals and accomplishments by influencing personal choice, motivation, and our emotional reactions.

Furthermore about two kinds of those aspects (Academic self-concept and self efficacy), Bong and Skaalvik (2003: 6) argued, "Numerous studies reported how positive self-concept or self-efficacy facilitated students' academic engagement, goal-setting, task choice, persistence and effort, intrinsic motivation, strategy use, performance and achievement, and even career selection." Starting from that, the researcher thinks that two component; self-concept with self efficacy owned by every students within English speaking ability is very important to do.

In English speaking, the researcher wants to know the ability and English speaking skill in all of shoolar students. According to Bailey (2004: 5), "A proficient speaker is both fluent and accurate. Accuracy in this context refers to the ability to speak properly-that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Fluency, on the other hand, is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speechcommunity." The speaker especially English students apply these important aspect to their goal and their communication each others. Teacher may help students and let them practice English speaking. But some students condition in Indonesia still have difficulties in English speaking ofcourse in school scope. While yet young, they still have desire to get English speaking better. The researcher is quite sure that they have belief, experience both failure and succes, high confident, and also motivation.

Hence, the researcher conducted a study “The Multiple Correlation of Students’ Academic Self Concept and Self Efficacy toward English Speaking ability in English Department of STAIN Kediri.” Hope that we know whether the students’ academic self concept and self efficacy interconnect in their ability of English speaking, and how far the contribution of these aspects influence their achievement.

B. Research Problems

1. Is there any correlation between the students’ academic self concept and their English Speaking ability?
2. Is there any correlation between the students’ self efficacy and their English Speaking ability?
3. Is there any correlation between the students’ academic self concept and self efficacy toward their English Speaking ability?

C. Research Objective

Based on the statement of the problem above, this study is directed:

1. To get the correlation between the students’ academic self concept and the students’ ability of English Speaking
2. To get the correlation between the students’ self efficacy and the students’ ability of English Speaking
3. To get the degree of correlation between the students’ self concept and self efficacy with the students’ ability of English Speaking.

D. Significance of the study

This research is expected to be useful in education, especially English. The results in this study are also expected to contribute in the development of teaching and learning

process in improving the ability of English Speaking of English Department students at STAIN Kediri. The researcher hopes that the result of this study will be useful for the English lecturers to motivate students so that they will have higher level of self concept and self efficacy to reach a better achievement.

And also for students, this research teaches on them who have positive perceptions and beliefs about the abilities that exist within the self is very important. Because with this can be a motivation for success.

For the next researcher, hopefully with the development of this research can withdraw further research about the development of English Speaking, the students' self concept and self efficacy.

E. Scope and Limitation of The Study

The researcher limits the scope of this study in order to make the study not too broad. To make the study reliable and can achieve certain goals expected by the researcher, this study attempts to describe and investigates academic self-concept and self-efficacy for the English Speaking of English Department students of STAIN Kediri in Public Speaking in the fourth semester. It is the advanced level that students have maturity in Speaking, they have passed in previous speaking programs in other words, basic and intermediate level. So, this is the high and interesting level to observe the student's speaking ability and their achievement.

F. Hypothesis of the Study

This study is intended to find a correlation between the students' self concept and self efficacy toward their English Speaking Ability. Thus, this hypothesis of the study is formulated as follow:

H0: There is no correlation between the students' academic self concept and their English Speaking ability.

H1: There is correlation between the students' academic self concept toward their English Speaking ability.

H0: There is no correlation between the students' self efficacy toward their English Speaking ability.

H2: There is correlation between the students' self efficacy toward their English Speaking ability.

H0: There is no correlation between the students' academic self concept and self efficacy toward their English Speaking ability.

H3: There is correlation between the students' academic self concept and self efficacy toward their English Speaking ability.

G. Definition of Key Terms

To avoid misunderstanding of this research, it is necessary to explain the definition of some key terms. The key terms are:

1. Students

Students are people who are studying in school or university. They study to get knowledge about what they need.

2. English Speaking Ability

English Speaking Ability is ability to express the ideas, feeling, opinions, and information in English. For communication to other people in many situation both formal and informal.

3. Academic Self Concept

Academic self-concepts is knowledge and perceptions about oneself in achievement situations. In other words, it is the assessment of a person's academic ability, which includes the ability to follow lectures or lessons, ability in achievement in the academic field, as well as activities on campus or in the classroom which is also related to perceptions, thoughts, feelings, academic.

4. Self Efficacy

Self Efficacy is a person belief of her or his capability to do something to be succes. It will be a motivation for someone.

5. Multiple Correlation

This analysis is to find the amount of relationship and contribution two independent variables or more simultaneously with dependent variable.